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ABSTRACT

Developed as part of an effort to serve disadvantaged and handicapped students at Triton College (a community college), this handbook is designed to (1) acquaint faculty, and other educators, with a grant project at the college, (2) increase faculty and educators' awareness of the needs of disadvantaged and handicapped students, and (3) to expand the knowledge of faculty members and educators regarding resources, services, and techniques available for disadvantaged and handicapped students. This handbook is also intended as a method of communicating with a very large number of faculty, the majority of which are part-time. Problems and needs of Triton College (Illinois) in particular are focused on, enabling the handbook to be used as a basis of inservice. Specific sections include (1) Definitions and Referral, (2) Campus Resources, (3) Professional Development Materials, and (4) Awareness Activity. (Author)

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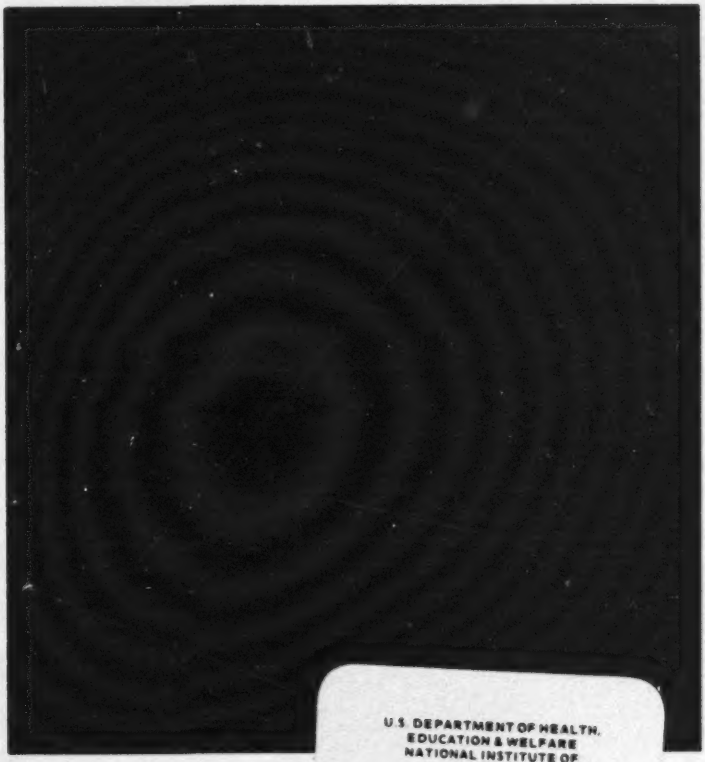
S.O.S.
Success Oriented Service

Funded by D.A.V.T.E.



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S.O.S. Referral Card

Date _____

Name of Student _____

Social Security Number _____
(if available)

Reason for Referral (characteristics on pages 2 and 3 may be helpful).

What help will you and the student need from the S.O.S. Project?

Use other side if needed.

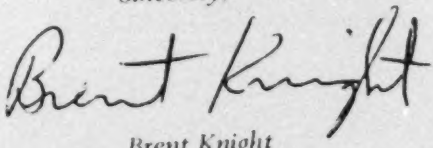
Return to Mary Tetzlaff
via Campus mail or bring to R-205H

To Faculty, Staff and Administrators,

Triton is committed to providing instruction for all the people within the community including those with special needs. To help achieve this goal, Triton received grant funds for the development and implementation of a service model for disadvantaged and handicapped students. The grant provides us with an excellent opportunity to expand our awareness and our services.

This handbook has been designed to introduce us to the project and to the students it serves. I encourage utilization of the Handbook as it will be of assistance to you in meeting the needs of individual students. The cooperation and involvement of all persons and groups within the College will help promote a better educational experience for students with special needs.

Sincerely,



Brent Knight
Triton College President

August, 1976

What is the S.O.S. project?

The Success Oriented Service (S.O.S.) is a project funded by the Division of Adult Vocational and Technical Education (D.A.V.T.E.) to serve disadvantaged and handicapped students. The Project consists of three phases: planning, implementation and dissemination. This handbook has been developed as part of the implementation phase and is designed to acquaint Triton faculty and administration with a basic understanding of the type of students to be served, the referral process and the available resources.

Utilization of this guide will provide an opportunity for the faculty and S.O.S. Project Staff to help the disadvantaged and handicapped student achieve success at Triton.

Why is the S.O.S. project needed?

A major goal--state and national--is improved educational opportunities for the disadvantaged and handicapped student. The challenging questions facing colleges throughout the nation are:

- Who are the disadvantaged and handicapped?
- What special services do they need?
- How can administrators, faculty, staff become aware of each of their vital roles in a successful program?

"S.O.S." is a recognized symbol calling for HELP. The magnitude of the project is such that everyone's help will be essential for success. This booklet is one segment of a total program which is designed to accomplish the obejctive of meeting the special needs of the disadvantaged and handicapped students at Triton College.

Who are the disadvantaged and handicapped?

Developing criteria for identifying disadvantaged and handicapped students is a difficult task which has been investigated by both federal and state level lawmakers as well as educational agency personnel.

The Vocational Education Amendments of 1968 use the following identification requirements: (1) Inability to succeed in a regular vocational program is the basis for identifying the disadvantaged and handicapped; (2)

Individuals, not groups, are so identified; and (3) Inability to succeed is the result of a handicapping condition rather than the cause of this condition.

In compliance with these requirements, the State of Illinois has developed definitions for disadvantaged and handicapped:

Disadvantaged

A disadvantaged person is one who has an academic, socioeconomic, cultural or other disadvantagement which prevents him/her from succeeding in a regular occupational program designed for a person without such a disadvantagement, and who for that reason, needs a program modification, supplemental service and/or special occupational program in order to benefit from occupational education.

Handicapped

A handicapped person is one who has a mental, emotional, or physical handicap which prevents him/her from succeeding in a regular occupational program designed for a person without such a handicap, and who for that reason needs a program modification, supplemental service and/or a special occupational program in order to benefit from occupational education.

How are the disadvantaged and handicapped students identified at Triton?

Following the above guidelines from the federal and state levels, a system for identifying disadvantaged and handicapped students at Triton was developed during the planning phase of the S.O.S. Project. The system involves identification by the S.O.S. staff and identification and referral by high school and college personnel. The identifying criteria are stated within five objectives of the project as follows:

1. Students determined by faculty/counselors as needing supplementary services or modifications in order to successfully complete occupational programs are identified as handicapped or disadvantaged depending upon the nature and effect of the learning problem.

2. Career Education students with a grade level competency at or below 10th grade as determined by Math and English placement tests, are identified as educationally disadvantaged.

3. Students receiving financial assistance to enroll in Triton's School of Career Education are identified as financially disadvantaged.

4. Physically handicapped students (disabled, visually impaired, hearing impaired, or other health impairments) are identified as such if they receive assistance from a campus resource (i.e. Health Service) in order to successfully complete their occupational program.

5. Career Education students previously identified as mentally handicapped or learning disabled by high schools, DVR, or other governmental agencies and referred to the S.O.S. staff are identified as mentally handicapped.

Faculty have a key role in identifying disadvantaged and handicapped students in their classes as stated in the first objective. You have undoubtedly come into contact with students who are not succeeding in a regular occupational program for any number of reasons. These students are not able to succeed because of one or more of the following characteristics or learning difficulties:

- Displays a low level of reading and/or math skill thereby inhibiting progress by use of conventional instructional methods.

- Is unable to communicate verbally in class.

- Exhibits inadequate competency in writing ability.

- Displays an attitude which limits the ability to succeed.

- Has a physical handicap which directly affects classroom performance.

- Exhibits emotional instability or immaturity affecting performance.

Keep in mind that these characteristics are only indicators of possible learning difficulties. You, the faculty, are in the best position to determine which students, you believe need supportive services beyond the classroom situation.

What special services are available?

One of the functions of the project is to provide services for faculty and students. These services include:

- Helping instructors devise alternative teaching methods to use with disadvantaged and/or handicapped students.
- Assessing student learning difficulties and developing ways of overcoming them.
- Assessing student abilities and working individually with students to enhance these abilities.
- Working with students on emotional and adjustment problems if such problems affect their ability to learn.
- Enabling instructors to acquire pertinent information about a student when this is necessary for successful instruction.
- Providing instructors and/or students with resource materials about the community, college, and instruction.*
- Making referrals to utilize services available on campus such as developmental courses, writing lab, etc. and working with these instructors.
- Making referrals to utilize a variety of services available off campus.
- Providing paraprofessional and student tutors in skill areas for those students having specific learning problems.
- Reassessing students' occupational and educational goals when necessary.

*Materials are available that can supplement classroom instruction including special resources on effectively teaching and working with the disadvantaged and handicapped student.

How are students referred to the S.O.S. staff?

Using the regulations, definitions and characteristics dicussed above, faculty may become aware of students who could benefit from supportive services. For referral convenience, cards may be found inside the back cover. Sending this card to the S.O.S. Project alerts the staff that the student needs help in order to achieve success. The staff, together with counselors and instructors will determine the learning problem and provide the appropriate service.

What resources and materials are presently available?

A variety of resources are available from the S.O.S. Project for student and faculty use. Many of the resources and materials are listed below and are arranged into three categories; Campus Resources, Professional Development Materials, Classroom and Student Use Materials. The materials in the Professional Development Category are located in a special section of the library and may be borrowed for individual use.

Campus Resources

Campus Police – Provides on campus transportation for individuals confined to wheelchairs.

Career Corner – Contains a wide variety of occupational information (audio-tapes, filmstrips, cassettes, written materials) and information on education and training programs. The Career Corner also provides career counseling, testing and self assessment inventories to meet the needs of all students and adults.

Counseling Centers – Are located throughout the campus to assist students in educational and vocational decision making and personal problem solving. Professional counselors and highly skilled guidance aides provide valuable resources for all students.

Health Services (R120) – Provides emergency care, referral consultation, and limited diagnostic testing when classes are in session. Handicapped students can obtain lockers through the College nurse and utilize the location as a rest area.

Financial Aids (LRC) – Offers grants, loans and scholarships to students planning to attend Triton. Specialized scholarships for handicapped students are sometimes available.

Placement Services (LRC) – Assists students to locate employment during College attendance and after graduation. Provides the College Work Study Program and publishes the weekly Job Opportunities Bulletin.

Veterans' Service (LRC) – Supports appropriate, adequate, and specific personal and educational services to veterans attending Triton. A full range of services are available to assist all veterans in achieving their educational goals.

Comprehensive Employment and Training Act (CETA) – Provides career training in high job placement curricula for unemployed disadvantaged individuals as defined by Federal guidelines. The CETA Coordinator, located in R205G, processes applications.

Independent Learning Lab – Offers a variety of independent and supplemental study materials for students and staff. Cassettes, tapes, record players, filmstrips and octoscope are available for use and may be particularly helpful for handicapped students.

CETA Program for Educable Mental Handicapped Students – Provides 20 students with food service training for 35 hrs. per week during the college year. A stipend is paid to students and job placement is provided.

Writing Lab – Offers individual help with writing skills including research papers, letters, sentence construction, reading textbooks, notetaking, etc. The hours of operation fluctuate according to faculty schedules each semester. Students may utilize the lab at their own convenience during these posted hours.

Professional Development Materials

Anderson, Daniel R. and Gary D. Hodson, and Willard G. Jones. Instructional Programming for the Handicapped Student. Springfield, Illinois: Charles C. Thomas Publisher, 1975.

Resource for developing instructional programs for the handicapped derived from the operant model of learning.

Bigge, Morris L. Learning Theories for Teachers. New York: Harper and Row, 1976.

A comprehensive review of modern learning theories.

Blackwell, Robert B. and Joynt, Robert R. Learning Disabilities Handbook for Teachers. Springfield, Illinois: Charles C. Thomas Publisher, 1972.

A resource for learning disability diagnosis, manifestations, and instructional techniques.

Birch, Jack W. and Johnstone, B. Kenneth. Designing Schools and Schooling for the Handicapped. Springfield, Illinois: Charles C. Thomas Publisher, 1975.

A guide for planning instructional space and related services for handicapped children.

Cobb, A. Beatrice (ed.). Special Problems in Rehabilitation. Springfield, Illinois: Charles C. Thomas Publisher, 1974.

Basic information for delivery of services to individuals posing special problems in rehabilitation.

Crammatte, Alan B. Deaf Persons In Professional Employment. Springfield, Illinois: Charles C. Thomas Publisher, 1968.

The report of a study of a deaf persons in professional employment focusing on selection, training, and entry into professional careers

Cull, John G. and Hardy, Richard E. Counseling Strategies With Special Population. Springfield, Illinois: Charles C. Thomas Publisher, 1975.

The book contains information within four broad sections: counseling strategies with the physically disabled, counseling strategies with the socially disabled, and special counseling problem areas.

Cull, John G. and Hardy, Richard E. Educational and Psychosocial Aspects of Deafness. Springfield, Illinois: Charles C. Thomas Publisher, 1974.

Information on the psychological aspects of deafness, types of hearing loss, language problems, services and case studies.

Cull, John G. Hardy, Richard E. Understanding Disability for School and Rehabilitation Services. Springfield, Illinois: Charles C. Thomas Publisher, 1973.

Description of various roles of professionals in agencies serving the handicapped and disadvantaged and techniques for providing service.

Cull, John G. and Hardy, Richard E. Vocational Evaluation for Rehabilitation Services. Springfield, Illinois: Charles C. Thomas Publisher, 1973.

Description of vocational evaluation and its importance in rehabilitating the handicapped for employment.

Foster, June C. Accommodating Students Who Have Physical Disabilities. Cambridge, Mass: Technical Education Research Centers, Inc.

Resource for community colleges to orient individuals to considerations regarding the disabled and suggestions for implementing services.

Heslinga, Dr. K. Not Made of Stone, (The Sexual Problems of Handicapped People). Springfield, Illinois: Charles C. Thomas Publisher, 1974.

Resources for doctors, parents, educators and the handicapped themselves on the sexuality of the handicapped.

Jenkins, Richard L. Behavior Disorders of Childhood and Adolescence. Springfield, Illinois: Charles C. Thomas Publisher, 1975.

Resource for professionals dealing with maladjusted children and relation to adult problems.

Johnson, Stuart R. and Johnson, Rita B. Developing Individualized Instructional Material. New York, New York: Westinghouse Learning Corporation, 1970.

A self-instructional approach to help instructors prepare materials for the individualized instructional process.

Johnson, Warren R. Sex Education and Counseling of Special Groups. Springfield, Illinois: Charles C. Thomas Publisher, 1975.

Guidelines for counseling the handicapped dealing directly with the sexuality of special groups.

Leavitt, Glenn Sheffield. Oral-Aural Communications: A Teacher's Manual. Springfield, Illinois: Charles C. Thomas Publisher, 1974.

Resource for persons helping blind individuals improve oral-aural communication skill.

Lowenfeld, Berthold. The Changing Status of the Blind. Springfield, Illinois: Charles C. Thomas Publisher, 1975.

A description of one minority group enabling the reader to develop a working philosophy to contribute to the future.

Moore, William J. Against the Odds. San Francisco: Jossey-Bass, 1970.

Exploration of the problems involved with educating high-risk or disadvantaged students at the community college and discusses college responsibility and methods to be used with the students.

Moore, William J. Blind Man On a Freeway. San Francisco: Jossey-Bass, 1971.

Addresses the administrative problems of the community college.

Morgenstern, Murray and Michael-Smith, Harold. Psychology In the Vocational Rehabilitation of the Mentally Retarded. Springfield, Illinois: Charles C. Thomas Publisher, 1973.

Presentation of concepts, techniques and problems related to vocational rehabilitation and mental retardation.

Peterson, Richard O. and Edna M. Jones, Guide to Jobs for the Mentally Retarded. Washington, D.C.: American Institution for Research, 1974.

Guide for improving programs for integration of employable mentally handicapped into the job market, including job descriptions.

Roberts, Alvin. Psychosocial Rehabilitation of the Blind. Springfield, Illinois: Charles C. Thomas Publisher, 1973.

Resource for persons assisting newly blinded individuals cope with the problems related to visual handicaps.

Tarnapol, Lester, Learning Disabilities. Springfield, Illinois: Charles C. Thomas Publishers.

A synthesis of research in the field of learning disabilities.

House Bill 2416, General Assembly of the State of Illinois.

Standard specification for facilities for the Handicapped. 1968.

Classroom and Student Use Materials

Counselor Films, Inc. "How a Career Develops", 1975.

Overview of career development as a life-long process (found in Career Corner).

Fulker, Wilber H. and Fulker, Mary. Techniques with Tangibles, (A Manual for Teaching the Blind). Springfield, Illinois: Charles C. Thomas Publisher, 1968.

A resource book providing methods of teaching visual impaired students, kindergarten through high school.

Gosman, Minna L. Medical Terminology: An Individualized Approach. Sunnyville, California: Westinghouse Learning Press, 1975.

Compilation of pertinent medical terminology and other knowledge essential to the work within many medical professions.

Hoffman, Occupational Learning Systems. Career Awareness Programs, 1973.

A series of audio-tapes and filmstrips describing many occupational areas. (found in Career Corner)

Jent, Glen E. Job Survival Skills. Singer Education Division, 1973.

Package to be used individually or in groups for the purpose of providing students with realistic knowledge of the world of work.

Occupational Awareness. Occupational Awareness Mini-Brief. Los Almaitos, California: Occupational Awareness, 1972.

Career exploration programs and individual job descriptions for educable mentally handicapped, partially sighted, aurally handicapped, and orthopedically handicapped.

Youth Services Department, Office of the Sheriff. Getting It All Together.

Index of Youth-Serving agencies within Suburban Cook County.

What can you do for students in the following situations?

This activity is designed to help you determine your awareness of disadvantaged and handicapped students and their educational needs. It should be looked upon as a self-help experience for individual use and group discussion. Possible suggestions follow each situation.

16

Three students in your class have difficulty reading and understanding course materials. They may not succeed in the class because of this reading deficiency. What can you do in this situation? Whom can you contact?

Suggestion

Because reasons for reading difficulties vary, you may find it helpful to talk with the students individually and to contact the students' counselor or the S.O.S. staff. Further evaluation of the students' ability may be helpful to determine the appropriate service. Remedial classes, tutors, and supplemental materials may be useful.

You, as the instructor, have several students in your class who consistently use incorrect English grammar and a cultural dialect. What can you do to help these students?

Suggestion

Accepting the dialect may be a satisfactory approach. Individuals will begin using standard English when they see the need. A good time to mention the use of standard English may be when the student is seeking employment.

Because of a physical handicap, a student is unable to complete all classroom projects. Occasionally the student is unable to participate in certain activities and this will affect his/her success in the course. What can you as the instructor do?

Suggestion

Arranging to meet with the student may help to determine actions to alleviate the problem situations. Minor adaptations of study materials or of the classroom itself may allow the student to participate and succeed. The S.O.S. staff can help with adaptations or modifications and should be contacted about any physical barriers.

After the first few weeks of class, it becomes evident that a student will not succeed unless class work improves. The student shows little enthusiasm or interest with the course. After repeated conferences with the student showing limited results, what else can you do to alleviate the problem?

Suggestion

Oftentimes, adverse attitudes which may have developed over the years affect learning. It is important for these attitudes to be identified and worked through by the individual. If you have not been able to deal effectively with the student, you can seek assistance within the College. You may want to contact the student's counselor or the S\O.S. staff.

Several students do not participate in class, although 10% of the grade is based on oral participation. What can you do to improve the situation?

Suggestion

Students who have experienced much failure in the past often feel inhibited in structured surroundings. Either/or situations may further hamper verbal communication. Alternatives to oral participation may be worked out with the student and as he/she begins to experience success, more verbal participation will occur.

If you have found useful ways to alleviate problem sitautions like the above examples, we need you to assist us in getting the message across to others. If you had difficulty reacting to the situations, you can begin to appreciate the challenge ahead for us.

Perhaps the above activity and the Handbook as a whole have been of assistance to you in discovering some of the special needs of disadvantaged and handicapped students. If so, we hope to hear from you regarding student referrals, and we invite you to utilize our services. The S.O.S. office is located in R-205-H and can be reached at extension 362.

Triton College Press

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